**Civil Rights Movement Unit Plan**

**How Southern Agitation for Civil Rights Changed a Nation**

**Grade Level: Secondary**

# United States History

**Time Required: 3 class periods 50 minutes each**

**Lesson Summary:**

Students will examine the Civil Rights Movement placing special emphasis on the regional contributions of the Deep South and how those efforts became the catalyst for changing systems of segregation, disenfranchisement, and racial discrimination throughout the nation.

**Objectives:**

* **Students will understand the origins of the Civil Rights movement and how various events in the south such as The Montgomery Bus Boycott, Freedom Rides, and Selma to Montgomery March will become the causation for stronger Civil Rights legislation on a national level.**
* **Understand the historical legitimization for segregation, disfranchisement, and racial violence in early twentieth** **century America.**
* **Students will be able to recognize key people, players, places, and events in the movement.**

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**Key Terms:**

* Segregation
* Jim Crow Laws
* Boycott
* Southern Christian Leadership Conference
* Civil Disobedience
* Freedom Riders
* Civil Rights Act of 1964
* Voting Rights Act 1965
* Student Nonviolent Coordinating Committee
* NAACP
* Sit-in
* Disenfranchise
* Franchise
* Poll tax
* Lynching
* Grandfather clause
* Literacy test

**Historical Background for the Teachers:**

The **African-American Civil Rights Movement** (1955–1968) refers to the reform movements in the United States aimed at outlawing racial discrimination against [African Americans](http://en.wikipedia.org/wiki/African_American) and restoring Suffrage in Southern states. During the period 1955-1968, acts of [nonviolent](http://en.wikipedia.org/wiki/Nonviolence) protest and civil disobedience produced crisis situations between activists and government authorities. Federal, state, and local governments, businesses, educational institutions, and communities often had to respond immediately to crisis situations which highlighted the inequities faced by African Americans. Forms of protest and civil disobedience included [boycotts](http://en.wikipedia.org/wiki/Boycotts) such as the successful [Montgomery Bus Boycott](http://en.wikipedia.org/wiki/Montgomery_Bus_Boycott) (1955-1956) in Alabama; "[sit-ins](http://en.wikipedia.org/wiki/Sit-ins)" such as the influential [Greensboro sit-in](http://en.wikipedia.org/wiki/Greensboro_Four) (1960) in North Carolina; [marches](http://en.wikipedia.org/wiki/Marches), such as the [Selma to Montgomery marches](http://en.wikipedia.org/wiki/Selma_to_Montgomery_marches) (1965) in Alabama; and a wide range of other nonviolent activities.

**Anticipatory Set:**

The night before the lesson the students will define the key terms listed above

**Do Now Activity:**

Students will complete ten-question civil rights pretest

**Procedures:**

## Day one lesson

### Students will complete do now activity civil rights pretest

II. experiential activity - segregation

III. The class will watch the first part of *The Civil Rights: The Long Road to Equality (United Streaming)*

## Day two lesson

1. Warm up activity- students will review yesterday activities and assignments

10 min. whole group dicussion.

1. Students will view the second part of *The Civil Rights: The Long Road to Equality (United Streaming)*
2. Students will complete film assessment worksheet after viewing.

## Day three activity

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1. Students will complete political cartoon activity
2. Civil Rights Power Point and Lecture
3. Unit wrap up activity- students will produce an original creative piece reflective of the civil rights movement. Piece can be poem, song, rap, poster ect…

**Homework:**

Key term anticipatory set

Wrap up activity

**Assessment:**

Civil rights pretest

Movie viewing work sheet

**Resources:**

[www.unitedstreaming.com](http://www.unitedstreaming.com)

attached worksheets

**Civil Rights Movement Pretest**

**Directions: Answer true or false to each of these questions by marking “T” or “F” on the blank line in front of each statement.**

1) \_\_\_\_\_ Martin Luther King, Jr., preached the importance of nonviolent resistance during civil rights protests and marches.

2) \_\_\_\_\_ Adults were the only ones who played an important role in the Civil Rights Movement.

3) \_\_\_\_\_ In the 1950s, black children in the South were required to

attend separate schools from white students.

4) \_\_\_\_\_ Brown v. The Board of Education was an important Supreme Court case.

5) \_\_\_\_\_ In 1957, the integration of Little Rock’s Central High School

was met with angry resistance.

6) \_\_\_\_\_ College students used sit-ins to desegregate whites- only lunch counters.

7) \_\_\_\_\_ In the early 1960s, Birmingham, Alabama, was considered one of the South’s most integrated cities.

8) \_\_\_\_\_ The passage of the Voting Rights Act was an important success for the Civil Rights Movement.

9) \_\_\_\_\_ The Civil Rights Movement became a model for other change movements in the United States and internationally.

10) \_\_\_\_\_ The Civil Rights Movement achieved all its goals.

#### Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Movie Viewing worksheet**

Directions: Answer the following questions immediately after viewing the video, or as instructed by your teacher. Use the back of this sheet if necessary.

1. In addition to the well-known leaders, who played a significant role in the Civil Rights Movement of the 1950s and 1960s in the struggle for racial equality?

2. Despite the inclusive language of the Declaration of Independence, who were some of the people that were excluded from full participation in American society at the time it was enacted?

3. Describe segregation in the South during this time. Was segregation different in the North?

4. Why was the Supreme Court decision in Plessy v. Ferguson considered so important?

5. Why was Brown v. Board of Education considered such a landmark case?

6. What caught your attention most about the events surrounding the desegregation of Little Rock’s Central High School? How did you feel watching the footage?

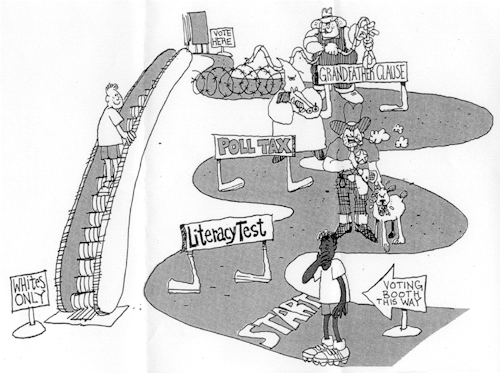
7. Define “civil disobedience.” How was it used by students in the Civil Rights Movement?

8. How did you feel watching the footage of the Children’s Crusade in Birmingham? Why?

9. What important act was signed into law by President Johnson after the events of Bloody Sunday in Selma, Alabama?

10. What ideas do you have for breaking down the racial barriers that exist between people today?

### Resource # 2 Political Cartoon Activity



Ask these follow-up questions:

* To what extent is the cartoon historically accurate?
* What does this cartoon say about the obstacles African Americans faced compared to white Americans?
* According to the cartoon, what is the most important way to participate in politics?
* Are there any obstacles today that prevent African Americans and white Americans from participating in politics?